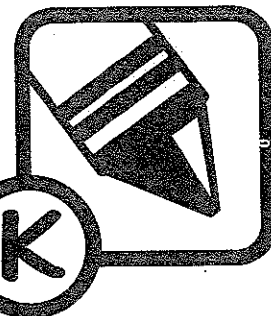


Risk WatchTM



KINDERGARTEN SUPPLEMENTAL LESSONS

TABLE OF CONTENTS

Motor Vehicle/Bus Safety	2
Fire and Burn Prevention: <u>No Dragons for Tea I</u>	4
Fire and Burn Prevention: <u>No Dragons for Tea II</u>	6
Choking, Suffocation, Strangulation and Poison Prevention	7
Falls Prevention	9
Firearms Injury Prevention	11
Bike Safety: <u>Franklin's Bicycle Helmet I</u>	13
Bike Safety: <u>Franklin's Bicycle Helmet II</u>	15
Water Safety: <u>Hang On, Hopper!</u>	17
General Safety: <u>Safety First: Safe and Sound</u>	19



RISK WATCH™ AREA: MOTOR VEHICLE SAFETY / BUS SAFETY BUS SAFETY: ROLE PLAY & POSTER

Objective:

Students will distinguish between compliance and noncompliance of bus safety rules.

Students will create a safety poster for a bus safety rule.

Preparation:

Have the 5 rules written on 5 large pieces of paper. Photocopy the 5 rules from the worksheet so there are enough for each child to receive one rule.

Procedure:

Role Play

1. Set up a bus with 4 chairs at the front of the room. You are the bus driver.
2. Show the class one rule poster at a time. Ask one child to demonstrate how to follow the rule and another to demonstrate breaking the rule. Have the class discuss the possible consequences that occur when breaking a rule.
3. Discuss each rule and why it is important. Also mention that these rules apply when in a car. Discuss wearing a seatbelt and riding in the back seat. Children under 80 lbs. should be in a booster seat.
4. Students create their own bus safety poster.

Bus Safety Posters:

1. Hand out a piece of paper with a rule for each child. Make sure they know what their rule says.
2. Have them glue their rule onto a piece of paper. (Those who can write well can copy their rule by writing it on their poster)
3. Have each student draw a picture of what it looks like to follow their rule on the poster.

ARIZONA STATE STANDARDS:

LANGUAGE ARTS

STANDARD 1: READING

STUDENTS LEARN AND EFFECTIVELY APPLY A VARIETY OF READING STRATEGIES FOR COMPREHENDING, INTERPRETING AND EVALUATING A WIDE RANGE OF TEXTS INCLUDING FICTION, NONFICTION, CLASSIC AND CONTEMPORARY WORKS.
R-R5. COMPREHEND THE MEANING OF SIMPLE WRITTEN SELECTIONS, USING PRIOR KNOWLEDGE, LETTER/SOUND RELATIONSHIPS AND PICTURE CLUES.

PO 4. DERIVE MEANING FROM PRINT USING SOUND/SYMBOL RELATIONSHIPS.

STANDARD 3: LISTENING AND SPEAKING

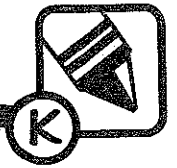
STUDENTS EFFECTIVELY LISTEN AND SPEAK IN SITUATIONS THAT SERVE DIFFERENT PURPOSES AND INVOLVE A VARIETY OF AUDIENCES.
LS-R2. FOLLOW SIMPLE DIRECTIONS

HEALTH

STANDARD 5: STUDENTS DEMONSTRATE THE ABILITY TO USE INTERPERSONAL SKILLS TO ENHANCE HEALTH.

5 CH-R2. DESCRIBE CHARACTERISTICS OF RESPONSIBLE INDIVIDUALS, FRIENDS AND FAMILY.

PO 2. PRACTICE RESPONSIBLE HEALTH BEHAVIOR



- ① Do not talk to the driver!**
- ② Stay in your seat!**
- ③ Keep your hands
and arms inside
the windows!**
- ④ Listen to the driver!**
- ⑤ Stay 5 giant steps
back from the bus
when waiting.**



RISK WATCH™ AREA: FIRE AND BURN PREVENTION

"No Dragons for Tea: Fire Safety for Kids," by Jean Pendziwol and Martine Gourbault

Objective:

Students will be able to identify pictures from the story *No Dragons for Tea* as being "safe" or "not safe".

Preparation:

Have page 5 copied for each student and give students an extra sheet of paper for them to glue the pictures into "Safe" and "Unsafe" columns.

Procedure:

1. Tell the class that today we will be discussing actions that are safe and not safe. Make a grid on the board with the headings "safe" and "not safe". Have the class brainstorm a few general actions to put under each heading. After a short discussion tell the class we will read a book that will tell us some things that are "safe" and "not safe" to do when there is a fire.
2. Read the book to the class.
3. Discuss the main concepts and questions from the book.
 1. Use a smoke alarm: What warned the girl of a fire? What should you do when you hear it? "Get out fast".
 2. Crawl below the smoke: How did the girl leave safely?
 3. Have a planned meeting place outside: Where did they meet? Why is this important?
 4. Use a neighbor's phone to call: What did they dial? What did they say? Address.
 5. Do not hide: What did the dragon do when there was a fire? Is this safe?
 6. Do not go back inside to get anything: What did the dragon forget? What did he want to do?
4. Make a list of the main concepts (above) on the board.
5. Hand each child a piece of paper that is divided in half with one half being the "safe" side and the other half being the "not safe" side. (Either have the children do this on their own or have it prepared for them).
6. Have the children cut out each picture from the story and glue it in the correct heading of "safe" and "not safe".

Extension Activities:

1. Have the students practice writing their address on paper.
2. Have the students practice dialing the local emergency number and telling their address over the phone.

Jean Pendziwol, Martine Gourbault. *No Dragons for Tea: Fire safety for kids (and dragons).* Buffalo, NY: Kids Can Press 1999.

ARIZONA STATE STANDARDS:

LANGUAGE ARTS

STANDARD 3: LISTENING AND SPEAKING

STUDENTS EFFECTIVELY LISTEN AND SPEAK IN SITUATIONS THAT SERVE DIFFERENT PURPOSES AND INVOLVE A VARIETY OF AUDIENCES.
LS-R5. PARTICIPATE IN A GROUP DISCUSSION

STANDARD 4: VIEWING AND PRESENTING

STUDENTS USE A VARIETY OF VISUAL MEDIA AND RESOURCES TO GATHER, EVALUATE AND SYNTHESIZE INFORMATION AND TO COMMUNICATE WITH OTHERS.

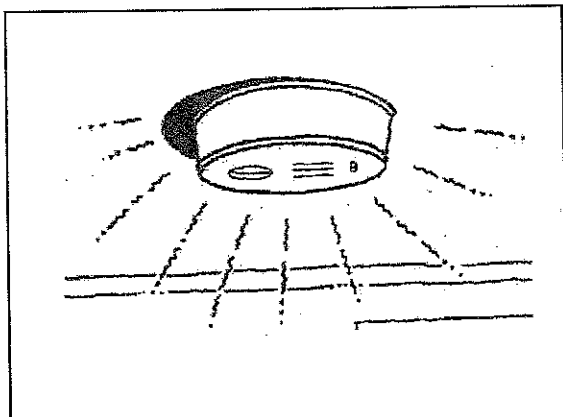
VP-R2: IDENTIFY STORY EVENTS OR INFORMATION FROM VISUAL MEDIA

HEALTH

STANDARD 3: STUDENTS DEMONSTRATE THE ABILITY TO PRACTICE HEALTH ENHANCING BEHAVIORS AND REDUCE HEALTH RISKS.

3.CH-R2. IDENTIFY BEHAVIORS THAT ARE SAFE AND THOSE THAT ARE HARMFUL.

PO 1. LIST SAFE BEHAVIORS AND HARMFUL BEHAVIORS



Smoke alarm



Hiding



Crawl low



Go back in the house



Call for help

Jean Pendziwol, Martine Gourbault. *No Dragons for Tea: Fire safety for kids (and dragons)*. Buffalo, NY: Kids Can Press 1999.



RISK WATCH™ AREA: FIRE AND BURN PREVENTION

"No Dragons for Tea: Fire Safety for Kids"

by, Jean Pendziwol and Martine Gourbault

Objective:

Students will create a book that illustrates the Fire Safety Rhyme from the story, No Dragons for Tea.

Students will identify rhyming words from the Fire Safety Rhyme.

Preparation:

Write the Fire Safety Rhyme on a large piece of paper or on the board for the class to see. The rhyme can be found at the end of the book. Also, write each stanza (there are 10) of the rhyme on a large piece of paper for the children to color and make a safety book.

Procedure:

1. Write the rhyme on a large piece of paper.
2. Read the rhyme to the class.
3. Discuss the fire safety rules in the rhyme.
4. Have the children identify the rhyming words.
5. Create a Big Book:
 - Write each of the 10 stanzas on separate sheets of chart paper.
 - Have 2 students work together to illustrate their stanza.
 - Bind all pages together.

Extension Activities:

1. Write the rhyming words from the fire safety rhyme or story on word cards. Set the cards out in a center for the children to match.
2. Create a worksheet where the children have to cut out half of the rhyming words and glue them to match the other half on a paper.

Resource:

Jean Pendziwol, Martine Gourbault. No Dragons for Tea: Fire safety for kids (and dragons). Buffalo, NY: Kids Can Press 1999

ARIZONA STATE STANDARDS:

LANGUAGE ARTS

STANDARD 1: READING

STUDENTS LEARN AND EFFECTIVELY APPLY A VARIETY OF READING STRATEGIES FOR COMPREHENDING, INTERPRETING AND EVALUATING A WIDE RANGE OF TEXTS INCLUDING FICTION, NONFICTION, CLASSIC AND CONTEMPORARY WORKS.

R-R4. USE PHONETIC SKILLS TO DECODE SIMPLE WORDS

PO 1. IDENTIFY CONSONANT SOUND/SYMBOL RELATIONSHIPS IN THE CONTEXT OF WORDS

STANDARD 3: LISTENING AND SPEAKING

STUDENTS EFFECTIVELY LISTEN AND SPEAK IN SITUATIONS THAT SERVE DIFFERENT PURPOSES AND INVOLVE A VARIETY OF AUDIENCES.

LS-R4. LISTEN AND RESPOND TO STORIES, POEMS, AND NONFICTION



RISK WATCH™ AREA: CHOKING, SUFFOCATION, STRANGULATION AND POISON PREVENTION

Objective:

Students will identify choking, suffocation, strangulation and poisoning behaviors as either "safe" or "not safe".

Preparation:

Have an item from each area to show the children while you are talking.

- Choking: small toy
- Suffocation: plastic bag
- Strangulation: hooded sweatshirt with strings
- Poison: cleaners, medicine

Have two paper plates ready for each child, along with crayons.

Prepare an example of the safe and unsafe faces and have the scenarios from the worksheet cut out and ready to draw out of a hat.

Procedure:

1. Talk with the class about ways their breathing can be cut off and cause harm. Our bodies need air to stay alive. Without air coming into our lungs we could hurt our bodies or die.

- Choking can occur while eating or if you put something in your mouth that you shouldn't (like a small toy).
- Suffocation can occur if you put something over your head or hide in a small space without enough air.
- Strangulation can occur if a cord or string is tied too tightly around your neck and air cannot get to your lungs.

2. Poison can also hurt our bodies. There are items around the house that we should not eat or drink such as medicines (unless given to us by an adult), bleach, or cleaners.

3. Have the students color two paper plates. One with a happy face and write the word "safe". The other with a frown face and the word "unsafe".

4. You will pull a scenario out of a hat and have the students hold up the safe or unsafe face. Then ask a child to tell you why it is safe or not safe.

Extension Activities:

The faces can be saved while discussing other topics in the safety curriculum.

ARIZONA STATE STANDARDS:

HEALTH

STANDARD 3 3CH-R2 STUDENTS DEMONSTRATE THE ABILITY TO PRACTICE HEALTH-ENHANCING BEHAVIORS AND REDUCE HEALTH RISKS

3CH-R2 IDENTIFY BEHAVIORS THAT ARE SAFE AND THOSE THAT ARE HARMFUL



CHOKING, SUFFOCATION, STRANGULATION AND POISONING WORKSHEET

Cut apart each scenario and put in a hat to be drawn for activity.

You see a container under the kitchen sink and take a drink.

UNSAFE

You go to your fridge and get a drink of milk.

SAFE

You see a medicine bottle and take some to make you feel better.

UNSAFE

You are feeling sick and your dad gives you some medicine.

SAFE

You hide your brother's money by putting pennies in your mouth.

UNSAFE

You ask your mom for a snack and she gives you grapes to eat.

SAFE

Your friend tells you to put a bag over your head to pretend you are from outer space.

UNSAFE

You ask your mom to tie a necklace around your neck.

SAFE

You eat your food while you are running around.

UNSAFE

During hide and seek you hide behind a chair.

SAFE

During hide and seek you hide in the clothes dryer.

UNSAFE



RISK WATCH™ AREA: FALLS PREVENTION

Objectives:

Students will demonstrate an understanding of the importance of playing on soft surfaces.
Students will interpret a graph of classmates' favorite playground equipment.
Students will learn playground safety rules.

Preparation:

Part 1: You will need two eggs, one shoebox filled with sand, one shoebox with a concrete block (or use the sidewalk). You will also need a ruler and some newspaper for clean-up.
Part 2: Each child will need a 3x5 card.

Procedure:

Part 1:

1. Read, Safety on the Playground, by Lucia Raatma. Discuss with the class the importance of playing on a soft surface on the playground or at home. Have them brainstorm surfaces that would be safe and unsafe.
2. Tell them you will do an experiment with two surfaces: sand and concrete. You will be dropping an egg in sand and on concrete to see which is safer for the egg. Tell the students the egg represents your body because it can get hurt like your body. Have them make predictions about which will be safer for the egg.
3. Drop each egg from 3 feet above the box and discuss your results.

Part 2:

1. Have each student write their name on a 3x5 card.
2. Have them think about which piece of equipment on the playground is their favorite.
3. Write a list of playground equipment along the bottom of the board.
4. Have each student come to the board and tape their name above their favorite playground equipment, creating a class graph.
5. Discuss the results of the graph. Which had the most? Least?
6. Go through each piece of playground equipment on page 10 and discuss safe play behaviors.
7. Encourage the class to be safety experts of their favorite piece of playground equipment and have them report back after recess about the safety behavior they observed.

Resources:

Raatma, Lucia. Safety on the Playground. Safety First! Mankato, Minn.: Bridgestone Books, 1999.

ARIZONA STATE STANDARDS:

SCIENCE

STANDARD 1: SCIENCE AS INQUIRY

STUDENTS UNDERSTAND AND USE THE PROCESSES OF SCIENTIFIC INVESTIGATION AND SCIENTIFIC WAYS OF KNOWING. THEY ARE ABLE TO DESIGN, CONDUCT, DESCRIBE AND EVALUATE THESE INVESTIGATIONS. THEY ARE ABLE TO UNDERSTAND AND APPLY CONCEPTS THAT UNIFY SCIENTIFIC DISCIPLINES.

1SC-R4. STATE SIMPLE HYPOTHESES ABOUT CAUSE-AND-EFFECT RELATIONSHIPS IN THE ENVIRONMENT.
PO 2. PREDICT THE RESULTS OF AN OBSERVABLE CAUSE-AND-EFFECT RELATIONSHIP.

MATH

STANDARD 2: DATA ANALYSIS AND PROBABILITY

STUDENTS USE DATA COLLECTION AND ANALYSIS, STATISTICS, AND PROBABILITY TO MAKE VALID INFERENCES, DECISIONS AND ARGUMENTS AND TO SOLVE A VARIETY OF REAL-WORLD PROBLEMS.

2M-R3. CONSTRUCT CONCRETE DISPLAYS OF DATA: READ AND INTERPRET ELEMENTARY TABLES, GRAPHS, AND CHARTS

HEALTH

STANDARD 3

STUDENTS DEMONSTRATE THE ABILITY TO PRACTICE HEALTH-ENHANCING BEHAVIORS AND REDUCE HEALTH RISKS.

3CH-R2. IDENTIFY BEHAVIORS THAT ARE SAFE AND THOSE THAT ARE HARMFUL

PO 1. LIST SAFE BEHAVIORS AND HARMFUL BEHAVIORS

STANDARD 5

STUDENTS DEMONSTRATE THE ABILITY TO USE INTERPERSONAL SKILLS TO ENHANCE HEALTH.

5 CH-R2. DESCRIBE CHARACTERISTICS OF RESPONSIBLE INDIVIDUALS, FRIENDS AND FAMILY

PO 2. PRACTICE RESPONSIBLE HEALTH BEHAVIORS



SAFE PLAYGROUND BEHAVIORS

Monkey Bars:

- Wait your turn.
- Use both hands when you climb.
- Climb only on dry equipment.

Swings:

- Do not play on broken equipment.
- Sit while you swing.
- Do not walk near someone who is swinging.

Slides:

- Do not climb up the front of a slide.
- Hold on with both hands when you go up the ladder.
- Slide down feet first.
- One person at a time on the slide.

Seesaw:

- Only one person at each end.
- Both people should get off at the same time.



Photo by: Rick Montemorra



RISK WATCH™ AREA: FIREARMS INJURY PREVENTION

Objective:

Students will learn to stay away and tell a grown up if they see a gun.

Preparation:

Copy the worksheet for each student.

Procedure:

1. Read "Tommy's Story" to the class. The story can be found in the Risk Watch™ Curriculum.
2. Lead a discussion with the class about Tommy's decision. Tommy should stay away from the gun and go tell a grown-up.
3. Have the students brainstorm how they would fill in the sentence on the worksheet "If I find a gun _____" such as "tell a grown-up" or "stay away". Discuss the fact that a gun belonging to a grown-up should be kept in a locked box.
4. Have them glue the gun on the paper and make a flap with the box covering the gun. Draw a picture around it. Have them glue down a portion of the box so that it can be lifted to see the gun underneath.

Resources:

Risk Watch Safety Program Curriculum. National Fire Protection Association, 1998.

ARIZONA STATE STANDARDS:

LANGUAGE ARTS

STANDARD 3: LISTENING AND SPEAKING

STUDENTS EFFECTIVELY LISTEN AND SPEAK IN SITUATIONS THAT SERVE DIFFERENT PURPOSES AND INVOLVE A VARIETY OF AUDIENCES.

LS-R3. SHARE IDEAS, INFORMATION, OPINIONS AND QUESTIONS

LS-R4. LISTEN AND RESPOND TO STORIES, POEMS, AND NONFICTION

HEALTH

STANDARD 5

STUDENTS DEMONSTRATE THE ABILITY TO USE INTERPERSONAL SKILLS TO ENHANCE HEALTH.

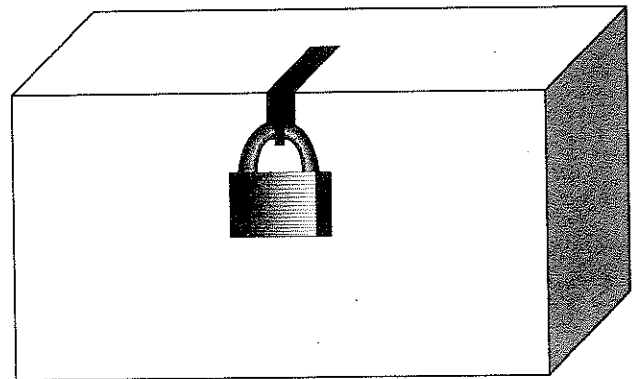
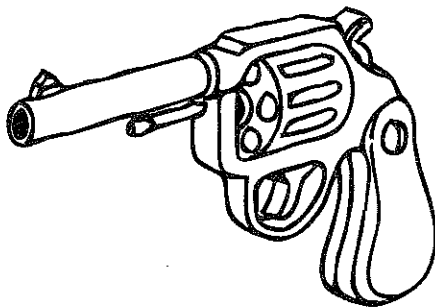
5 CH-R2. DESCRIBE CHARACTERISTICS OF RESPONSIBLE INDIVIDUALS, FRIENDS AND FAMILY

PO 1. LIST WHAT MAKES A RESPONSIBLE PERSON



Name _____

If you find a gun _____





RISK WATCH™ AREA: BIKE SAFETY

Objectives:

Students will identify beginning, middle and end of a story.

Students will discuss the importance of wearing a bike helmet that fits.

Preparation:

Have a large piece of paper divided into three sections indicating beginning, middle and end for you to demonstrate to the class. Copy page 14 for each student and provide another piece of paper to glue the pictures on in order.

Procedure:

1. Read the story Franklin's Bicycle Helmet.
2. Discuss as a class what happened at the beginning, middle and end of the story.
3. Have a large piece of paper divided into three sections (beginning, middle, and end) and have the students, as a class, assist in filling in each section with a sentence and a picture.
4. Discuss the importance of wearing a helmet that fits. *See steps on page 15.*
5. Have the students complete the sequencing worksheet.

Resources:

Bourgeois, Paulette & Clark, Brenda. Franklin's Bicycle Helmet. New York, NY: Scholastic Inc. 2000.

ARIZONA STATE STANDARDS:

LANGUAGE ARTS

STANDARD 1: READING

STUDENTS LEARN AND EFFECTIVELY APPLY A VARIETY OF READING STRATEGIES FOR COMPREHENDING, INTERPRETING AND EVALUATING A WIDE RANGE OF TEXTS INCLUDING FICTION, NONFICTION, CLASSIC AND CONTEMPORARY WORKS.

- R-R1. IDENTIFY CHARACTERS IN A STORY AND RETELL STORIES IN A SEQUENCE
- PO 2. RETELL STORYLINE IN SEQUENCE

STANDARD 3: LISTENING AND SPEAKING

STUDENTS EFFECTIVELY LISTEN AND SPEAK IN SITUATIONS THAT SERVE DIFFERENT PURPOSES AND INVOLVE A VARIETY OF AUDIENCES.

- LS-R1. TELL OR RETELL A PERSONAL EXPERIENCE OR CREATIVE STORY IN A LOGICAL SEQUENCE

HEALTH

STANDARD 3

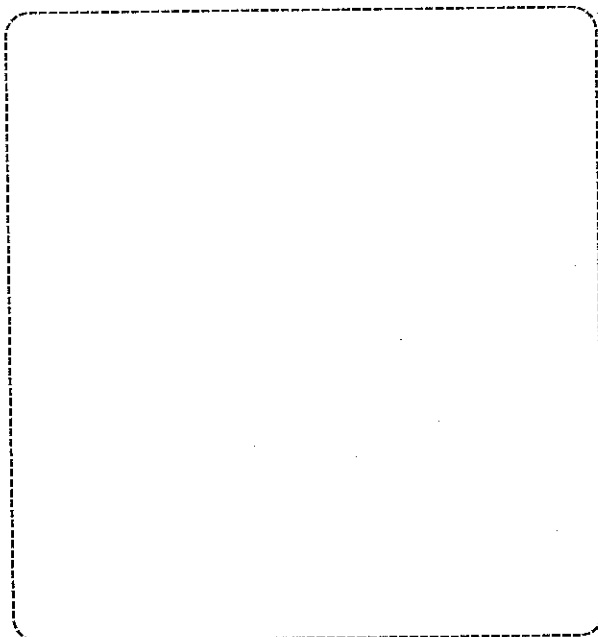
STUDENTS DEMONSTRATE THE ABILITY TO PRACTICE HEALTH ENHANCING BEHAVIORS AND REDUCE HEALTH RISKS.

- 3 CH-R2. IDENTIFY BEHAVIORS THAT ARE SAFE AND THOSE THAT ARE HARMFUL
- PO 2. NAME SAFETY RULES FOR WALKING, RIDING IN A CAR AND ON A BIKE

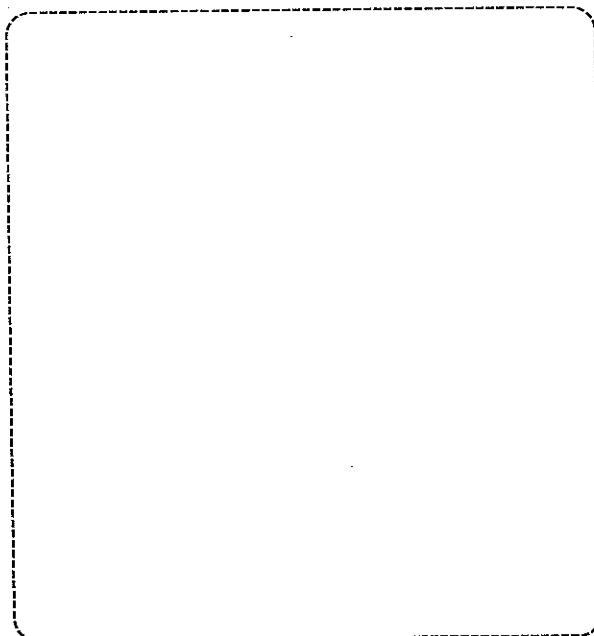


COLOR, CUT AND GLUE THE PICTURES IN THE CORRECT ORDER ON ANOTHER PAPER.

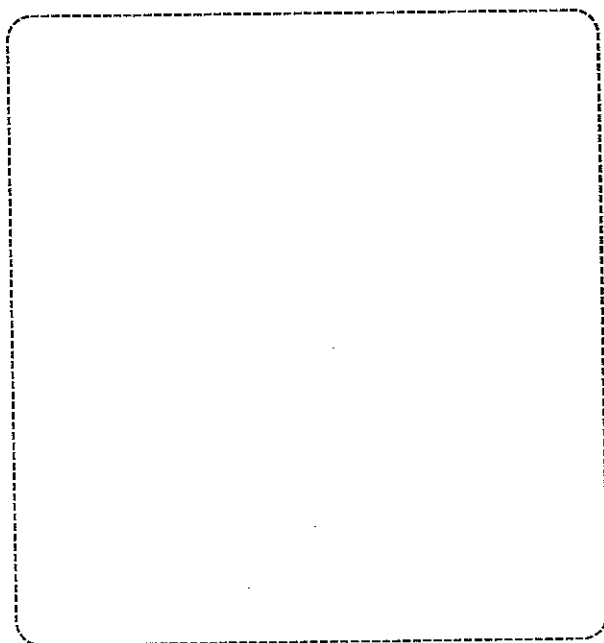
Bourgeois, Paulette & Clark, Brenda. Franklin's Bicycle Helmet. New York, NY: Scholastic Inc. 2000.



Draw a picture of Franklin showing his safety sticker to his parents.



Draw a picture of Franklin finishing the safety course.



Draw a picture of Franklin and his mother buying a bike helmet.



RISK WATCHTM AREA: BIKE SAFETY

Objectives:

Students will understand the importance of wearing a helmet that fits.

Students will distinguish between most and least using a class graph of bicycle helmets.

Preparation:

Send a note home prior to the lesson asking each child to bring in their bicycle helmet. Copy the worksheet for each student.

Procedure:

1. Have all students bring in their bicycle helmets. Have a few extras and some adult helmets on hand as well.
2. Discuss the main idea of Franklin's Bicycle Helmet.
3. Why wasn't Franklin able to be in the rally the first time? Discuss.
4. Have a student come to the front of the class and try on their helmet and then an adult helmet. Discuss which helmet is better for the child to wear and why.
5. All students can put their helmets on and have their neighbor check to make sure it fits properly. Check to make sure helmets are all properly fitted. See attached steps.
6. Have the class come to the floor with their helmets and make a graph on the floor, grouping the helmets by color.
7. Discuss which color has the most and which has the least.
8. Have the students complete the worksheet by putting the helmet on Franklin and filling in the sentence "Always wear a helmet that fits".

Resources:

Bourgeois, Paulette & Clark, Brenda. Franklin's Bicycle Helmet. New York, NY: Scholastic Inc. 2000.

Extension:

Other graphs could be made such as helmets that have a design and solid colored helmets.

FITTING A BIKE HELMET

POSITION: Put the helmet on your head so it sits evenly between the ears and rests low on your forehead – it should only be about 1-2 finger widths above your eyebrow.

PADS: Put foam pads inside the helmet so it feels comfortable but very snug. Usually the helmet includes more than one size of foam pads that can be Velcro-ed inside the helmet for a better fit.

STRAPS: Tighten the chinstraps as snugly as possible. Adjust the junction of the front and back straps so that the junction is just under the earlobes. You should be able to fit one finger in-between the chin and the chin strap.

ARIZONA STATE STANDARDS:

MATH

STANDARD 2: DATA ANALYSIS AND PROBABILITY

STUDENTS USE DATA COLLECTION AND ANALYSIS, STATISTICS, AND PROBABILITY TO MAKE VALID INFERENCES, DECISIONS AND ARGUMENTS AND TO SOLVE A VARIETY OF REAL-WORLD PROBLEMS.

2M-R1. COMPARE AND SORT OBJECTS BY THEIR PHYSICAL ATTRIBUTES.

2M-R3. CONSTRUCT CONCRETE DISPLAYS OF DATA; READ AND INTERPRET ELEMENTARY TABLES, GRAPHS, AND CHARTS

HEALTH

STANDARD 3

STUDENTS DEMONSTRATE THE ABILITY TO PRACTICE HEALTH ENHANCING BEHAVIORS AND REDUCE HEALTH RISKS.

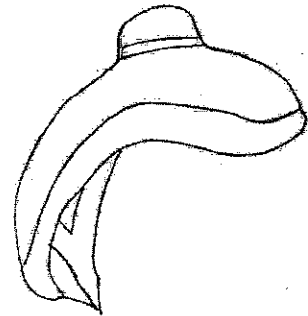
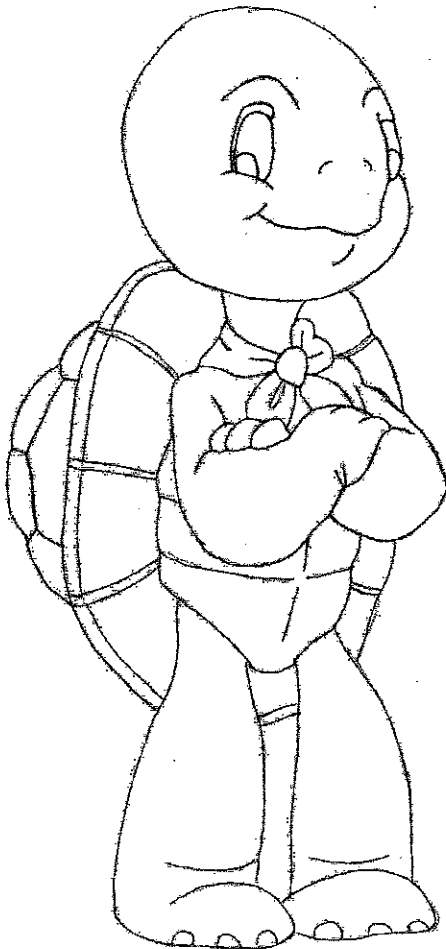
3 CH-R2. IDENTIFY BEHAVIORS THAT ARE SAFE AND THOSE THAT ARE HARMFUL.

PO 2. NAME SAFETY RULES FOR WALKING, RIDING IN A CAR AND ON A BIKE



Name _____

Cut out Franklin's helmet and glue it in place on his head. Draw in the straps and fill in the sentence.



Always wear a _____ that _____ !



RISK WATCH™ AREA: WATER SAFETY

Objectives:

Students will identify the main characters in the story.

Students will understand the importance of being safe around water.

Preparation:

Copy the worksheet for each student.

Procedure:

1. Read the story Hang On, Hopper!.
2. Discuss the main points of the story.
 - What didn't Hopper know how to do? "Swim"
 - What did Scamp say to Hopper when he was in trouble? "Hold on"
 - What did Hopper do to keep his head above water? "Hold on to a log"
 - What did Scamp do for Hopper? "Get help"
 - What would you do if you or your friend needed help in the water?
3. Discuss how to call 9-1-1 and who would come (firefighter paramedics)
4. Discuss as a class "Who were the main characters?" Draw or write their responses on the board.
5. Have the class complete the worksheet and draw a picture of the two main characters.
6. Have students draw a picture of what they would do if a friend needed help in the water and what would happen next.

Resources:

Pfister, Marcus. Hang On, Hopper!. New York, NY: North-South Books, 1995.

ARIZONA STATE STANDARDS:

LANGUAGE ARTS

STANDARD 1: READING

STUDENTS LEARN AND EFFECTIVELY APPLY A VARIETY OF READING STRATEGIES FOR COMPREHENDING, INTERPRETING AND EVALUATING A WIDE RANGE OF TEXTS INCLUDING FICTION, NONFICTION, CLASSIC AND CONTEMPORARY WORKS.

R-R1. IDENTIFY CHARACTERS IN A STORY AND RETELL STORIES IN SEQUENCE
PO 1. IDENTIFY MAIN CHARACTERS

HEALTH

STANDARD 2: STUDENTS DEMONSTRATE THE ABILITY TO ACCESS ACCURATE HEALTH INFORMATION.

2 CH-R1. IDENTIFY RESOURCES AND HEALTH HELPERS FROM HOME AND SCHOOL THAT PROVIDE HEALTH AND EMERGENCY INFORMATION
PO 3. ILLUSTRATE ACCESS TO EMERGENCY MEDICAL SERVICES



NAME _____

Hang On Hopper worksheet

Fill in the sentence and draw a picture with two main characters from the story.

Beaver said, “_____ is dangerous. Stay away from it if you can’t _____. ” Never swim without a grown-up.



RISK WATCHTM CULMINATING LESSON

Objective:

Students will tell, draw and act out safety behaviors.

Preparation:

Have the safety dice copied for each student and one constructed to use as a model.

Procedure:

1. Read the story Safety First: Safe and Sound
2. Discuss the safe behaviors mentioned on each page.
3. Play the "Safety Game" with a die you have previously made (using the Be Safe cube pattern provided).
 - Have a child roll the die and tell or act out a safe behavior related to their roll.
 - Continue for a few rounds, encouraging them to think of different ideas.
4. Have each child make their own safety cube by coloring a picture of a safe behavior on each coordinating side.
Each child will cut, fold and tape their cube together (have some of the faster workers hand out tape pieces for you).
5. Children can play the "Safety Game" in small groups by acting out or telling a safe behavior.

Resource:

Royston, Angela. Safety First: Safe and Sound. Des Plaines, Ill: Heineman Library, 2000.

ARIZONA STATE STANDARDS:

LANGUAGE ARTS

STANDARD 4 VIEWING AND PRESENTING

STUDENTS USE A VARIETY OF VISUAL MEDIA AND RESOURCES TO GATHER, EVALUATE AND SYNTHESIZE INFORMATION AND TO COMMUNICATE WITH OTHERS.

VP-R3. CREATE VISUAL REPRESENTATIONS OF PERSONAL EXPERIENCES THROUGH MEDIA SUCH AS DRAWING, PAINTING, ACTING AND PUPPETEERING

HEALTH

STANDARD 3

STUDENTS DEMONSTRATE THE ABILITY TO PRACTICE HEALTH-ENHANCING BEHAVIORS AND REDUCE HEALTH RISKS.

3CH-R2 IDENTIFY BEHAVIORS THAT ARE SAFE AND THOSE THAT ARE HARMFUL

PO 1. LIST SAFE BEHAVIORS AND HARMFUL BEHAVIORS



BIKES	BE SAFE AROUND... Name _____	SUN	FIRE	WATER	POISON